

Single Equality Scheme Objectives (Part 2)

Approved by:	William Howard School LAB
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Owner:	Headteacher

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	Sept 2017
2	Revised	October 2018
3	Revised and updated	June 2020
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Our School Profile

Cumbria Education Trust (the Trust) is a not-for-profit charitable organisation. It was formed in 2015 in a response to an invitation from the Department for Education. Cumbria Education Trust is one of the first school based MATS in North Cumbria – we currently have seven schools in our family; four primary and three secondary.

William Howard School joined the Trust in September 2015 and is a large and successful 11-18 academy serving the semi-rural community of Brampton and surrounding area. The ability level on entry is generally above average and sometimes significantly so. The school plays a key role in the Cumbria Teaching Schools Alliance and the Carlisle Secondary Learning Consortium – supporting and collaborating with many other schools in the county and beyond. The school has supported other schools through teaching and learning and leadership programmes. Restorative practice is at the heart of the ethos of the school alongside the key value of respect, responsibility and resilience. The proportion of students eligible for the student premium is below the national average and the school is strategically resource for special education needs.

Basic characteristics of the school:

Number of roll: 1405

Characteristic	National	School	Comparison
% PP	29%	15%	- 14%
% minority ethnic groups	28%	1%	- 26%
% EAL	16%	1%	- 15%
Deprivation indicator	0.20	0.11	-0.09
% SEND Support	11%	18%	+7%
% EHCP/statement of SEN	1.7%	3.2%	+1.5%
Average points on entry		All year groups broadly average	

The Local Authority (LA) deals with admissions to the school. In the term prior to starting school in September, all children who had applied to the school for a place are offered visits to the school for a number of afternoons and at least one full day. This allows them to settle into the school environment and for staff to get to know the pupils and make initial assessments of the pupils and to form relationships prior to the start of the new school year.

We have a breakfast club which operates from 8am each morning and an after-school club which operates until 5pm each evening.

We have a number of vulnerable groups including those with special educational, learning and medical needs.

When we are made aware of students who are joining the school with disabilities, we make arrangements to meet both the student and the parents and when appropriate we will involve professionals from the LA and the Health Authority in order to ensure that any reasonable adjustments requirement to the school building are made in readiness for the student starting school. The school has fully ramped access. Every year whilst the timetable is being collated due regard is given to the needs of wheelchair/trolley users to ensure that their classes are accessible. Our reception area is accessible to disabled people, we have disabled toilets throughout the school and an adjustable changing bed for those students who needs personal care whilst at school.

We have a small number of students with English as a second language, currently just above 2% of the total cohort.

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats and/or languages on request.

Recruitment procedures are in accordance with the Trust's Recruitment and Selection Policy, available on the Trust's website.

EQUALITY DUTIES

1. Disability

William Howard School will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families.

We plan to increase access to education for disabled pupils by continuing to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- increase the inclusion of positive images of disabled people across the curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery of information to disabled pupils with sensory and physical impairments;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

Objectives:

Our school has a regularly reviewed accessibility plan, this forms part of the schools SEND Policy.

Our objective is for all staff, students and visitors to be able to access the physical site and high quality learning experiences with minimal or no restrictions.

- The school has a SLD Resourced Facility within the school, on behalf of the Carlisle area, this has introduced students with profound SLD into the school community. This has provided other students with an awareness of such differences and an opportunity to demonstrate their understanding of such challenges.
- Students with specific disabilities have been supported, both through general and specific modifications, to experience the full range of school opportunities.
- The curricular programmes in Media involving students from James Rennie Special School have enabled students with severe learning, physical and medical needs to integrate with students from our school.
- The Access Plan has informed premises developments including, for example, modifications to premises have improved wheelchair access.
- Modifications to curriculum teaching areas have enabled teachers to continue working when faced with disability.

2. Race

Since the introduction of the Race Relations Acts, 1976 (amended 2000), schools have to have due regard to:

- Promoting the elimination of unlawful racial discrimination
- Promoting equality of opportunity
- Promoting good relations between persons of different racial groups.

In order to meet the requirements of this duty, we will:

- Keep accurate records of all ethnic and faith groups, their backgrounds and needs and how to respond to them
- Assess the impact of the Trust's policies and procedures on students, staff, parents and the wider community including, in particular, the impact of attainment levels of these students
- Monitor, assess and review the attainment levels of black and minority ethnic students and act accordingly
- Make information available and accessible to all groups
- Train and support all school staff and Local Advisory Board (LAB) members to understand race equality and the practical implications for the school and its community
- Take reasonable steps to make available the results of its monitoring on an annual basis
- Records any racial incidents and report them to the LAB on a termly basis. We use the electronic reporting system provided by Children's Services to do this when incidents occur and to provide a summary
- Respond appropriately to any racial incidents that happen in school.

Objectives:

- The minority representation of students with ethnicity other than white British in the school student population and in the area as a whole creates a major challenge to the school in maintaining a high profile for the theme of cultural diversity.
- To prepare students adequately for life in a global and multi-cultural society it is important that they are made aware of the cultural diversity which exists more prominently in other geographical locations. Students will have opportunities to study issues relating to intolerance, prejudice, discrimination and racism.
- Without the immediacy of a multi-cultural community to act as a resource, we must actively seek opportunities across the curriculum to present positive role models and images of an ethnically rich community. Departmental teaching resources will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally and will portray members of all ethnic and cultural groups in ways which are positive and do not reinforce stereotypes.
- Our curriculum and extra-curricular activities will be available to all our students irrespective of cultural or religious background.
- The performance of students from ethnic minorities varies significantly from individual to individual, according to their own aptitudes and circumstances. We seek to support each learner to achieve his or her best at whatever level he or she may be working. In some instances this may require additional intervention (such as EAL) whilst in others no specific support may be needed. Our regular school tracking systems will identify support needs.
- Languages other than English will be valued and promoted.
- All students will be given opportunities to meet their religious needs, especially at the time of important festivals.
- All staff will be expected to dress in ways which conform to the professional expectations of their role.
- The special dietary needs of all students will be met as far as is practical.
- We will monitor student progress closely to ensure there is not institutionalised or indirect discrimination. However, we will use discretion in reporting the outcomes of such monitoring to protect the confidentiality of individuals who might otherwise be identified.

- We will collect ethnicity data to enable us to identify trends and patterns and to inform planning and decision-making.

3. Gender

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all of our functions.

Key Issues:

William Howard School contains a fairly even mix of boys and girls. However, according to national comparisons the school falls just within the middle category of girl to boy ratios with over 51% of the student population being male. This puts us around the 50th percentile nationally.

Girls tend to out-perform boys academically. This mirrors the national picture. Improving the academic attainment of boys is a key element of the current SIP.

In addition to the discrepancy in achievement there are some other, general issues.

As a result of Brampton's geographical location and consequent cultural isolation, there is a thread of outmoded values and attitudes towards gender which is prevalent amongst some student groups, boys in particular, but also some girls who are encouraged to conform to stereotypical female roles. For example, males may have a more chauvinistic attitude towards females than may be the case in some more cosmopolitan communities and similarly instances of homophobia, though rare, are undoubtedly present.

These attitudes influence subject choice and career intentions. It is rare for a boy to choose food technology or health and social care courses for example, and whilst there are more girls in design and technology it is still a minority.

Girls are also more affected by recent developments in communications technology, particularly through social networking. Cyber-bullying is a girl orientated phenomenon.

Actions

The gap between boys' and girls' progress and achievement is monitored closely and shows that the gap between the two is narrowing.

Individual subjects are aware of the curriculum bias of schemes of work, and where appropriate ensure there is compensatory emphasis. This may be achieved on occasion through specific materials and topics, for example, boy friendly books in English, or longer term strategies such as single gender groups.

CPD in enhancing teaching and learning focuses on classroom strategies which will promote effective learning by *all* students. We believe that good practice in engaging boys also has a beneficial impact on girls' learning.

Whenever the curriculum allows, opportunities are taken to challenge gender stereotypes and explore how and why these have evolved over time.

CEIAG at all stages seeks to combat stereotyping in subject choice and future ambition. The school is proactive in promoting an enterprising approach to life and learning, which values all contributions equally, irrespective of whether they are made by a boy or a girl.

Expectations of behaviour, including uniform standards, are not differentiated by gender.

Appointments to posts will be on the basis of merit. Gender will only be a relevant factor when it is supported by law or accepted practice, for example, the distinction between male and female PE teachers.

4. Religion and Belief

William Howard School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The school is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

Objectives:

- Assemblies should be of a generally spiritual and moral nature and meet the general prescription that acts of collective worship should be 'broadly Christian in character.'
- All students will be given opportunities to meet their religious needs, especially at the time of important festivals.
- All students will be allowed to dress and worship in ways which do not conflict with the cultural or religious conventions of the home.
- All staff will be expected to dress in ways which conform to the professional expectations of their role.
- The special dietary needs of all students will be met whenever practical, including those prompted by religious belief.
- We will monitor student progress closely to ensure there is not institutionalised or indirect discrimination against those of particular faiths. However, we will use discretion in reporting the outcomes of such monitoring to protect the confidentiality of individuals who might otherwise be identified.
- We will ensure that classroom resources reflect the variety of people subscribing to different faiths and beliefs, present this positively and show them in non-stereo-typical roles and activities.
- Students will be actively discouraged from using language that makes fun of people because of their religious beliefs.
- Bullying or harassment based on religion or belief will be challenged consistently as with other forms of bullying.

5. Sexual Orientation

William Howard School is committed to combatting discrimination faced by lesbians, gay men, bisexual people, transgender and questioning (LGBTQ). We aim to ensure equality of opportunity for LGBTQ people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both internally and to the community as a whole.

Our school recognises the need to protect pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

Objectives:

- The school educates through PD lessons and assemblies that LGBTQ rights are entrenched in UK Law. We promote a harmonious approach to diversity in all aspects.
- The school has a small drop-in group for older students where they can discuss LGBTQ issues.
- The school has a zero tolerance for discrimination in any form and homophobic bullying or other such incidents are dealt with seriously. These often result in fixed term exclusions.

OFSTED in October 2019 commented positively on the manner in which the school addresses such issues.

6. Pregnancy and Maternity

William Howard School recognise that the Equality Act 2010 now specifically includes the need to protect female students who are pregnant or who have recently given birth from discriminatory practices.

This school will ensure that no student will be excluded purely on grounds of pregnancy and that up to 18 calendar weeks authorised absence period immediately before and after the birth may be given in order to ensure that the student is reintegrated into education as quickly as possible.

Female staff are already covered under existing employment legislation.

Such a student is protected from discrimination because:

- she is or has been pregnant;
- she has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth;
- she is breastfeeding and unfavourable treatment occurs within the period of 26 weeks beginning on the day she gave birth;
- a female student is protected even when the baby is stillborn, so long as she was pregnant for at least 24 weeks before she gave birth;
- both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

Objectives:

- The school will always work with the relevant Health and other agencies to ensure that students access the maximum number of lessons during pregnancy and are enabled to return to school as soon as is practical.
- Use of Home and Hospital Tuition Service, HHTS, is used whenever a student is not able to attend lessons for medical reasons.

7. Age

The Employment Equality (Age) Relations 2006 prohibits unlawful discrimination on the grounds of age and gave people of all age groups rights against discrimination at work, including vocational training. The regulations cover:

- Mandatory retirement
- Discrimination in recruitment, retention and training
- Dismissal and redundancy
- Statutory sick pay and maternity
- Harassment in the workplace.

We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences age discrimination.

Objectives:

The school is an 11-18 comprehensive school and as such educates young people between these ages and up to a maximum of 19.

The school will ensure that it provides a wide range of opportunities for all students both through the taught curriculum and other activities which, where appropriate, are differentiated according to age. For example, the post 16 curriculum structure will reflect the needs and qualification requirements of older teenagers; the KS4 curriculum will similarly be age and stage appropriate; and the content of the curriculum will also reflect appropriately the maturity levels of students, for example, regarding key messages about e-safety or age-relevant approaches to sex and relationships education.

Materials and resources used in lessons and around school will show people of all ages and will avoid stereotypical images of any particular generation.

All young people will be expected to work together irrespective of age in a positive and constructive manner.

In appointing staff there will be no discrimination on the basis of age. Application forms for externally advertised posts will be anonymised, so that appointing panels are not influenced by an applicant's age.

Opportunities, such as additional responsibility or access to CPD, will be available to all on a consistent basis. No-one will be denied access to appropriate training for example because of their age or career phase.

8. Publication of the Equality Policy Statement and Single Equality Scheme

Cumbria Education Trust's Equality Policy Statement and Single Equality Scheme (Part1) is published on the Trust's and William Howard School's websites.

William Howard School's annual Single Equality Scheme Objectives and Action Plan (Part 2 and Part 3) are published on the school's website.

Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the Trust's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

The Trust acknowledges the update in 2018 which includes; harassment or violation of dignity, the creation of an intimidating, hostile, degrading or offensive environment related to the protected characteristics of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. Complaints of this nature will be dealt with through the appropriate channel.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the LAB on complaints made and action taken.